LEARNING GUIDE

Reading/Writing in History/Social Studies, Science, and Technical Subjects 6-12

Leveraging the standards in disciplinary classrooms

Reading

1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
7. **Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.**
8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon or concept, resolving conflicting information when possible.
10. By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.

Writing

1. **Write arguments focused on discipline-specific content.**
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience.
5. **Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.**
6. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
7. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
8. Draw evidence from informational texts to support analysis, reflection, and research.
9. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Description:

This module explores the new Standards for Literacy in History/Social Studies, Science, and Technical Subjects for grades 6-12 included in the new State English/Language Arts Standards. Specifically, it will detail what ELA integration in disciplinary classrooms may look like, how many teachers are already integrating these ideas, and the benefits that derive from such cross-curricular combination.

Outcomes:

Introduction/Background:

Suggested Procedure:

Estimated time:

Materials/Tools:

How to...:

Resources: